

# Evaluation of Remedial Pedagogy and Practices in Secondary Schools of Northern Samar, Philippines

Jeselle S. Aquino

College of Education, University of Eastern Philippines,  
University Town, Catarman, Northern Samar, Philippines

## ABSTRACT

The problem of poor quality in education has been traced to a number of causes which include socio-economic factors, teacher-related factors, inadequate learning materials, and the short and congested school curriculum, among others. With this result, it is therefore imperative to organize remediation programs in low performing schools to address the needs of the learners to achieve desired learning outcomes and to enhance faculty's teaching competence. The descriptive-comparative method was utilized in the study using a researcher-made survey questionnaire as the primary instrument. The study was conducted in twenty (20) public and private secondary schools in Northern Samar selected based on the results of the National Achievement Test (NAT). The results showed that the remedial teaching practices of the secondary school teachers were rated "extensive" by both teachers and students. There was a significant difference between the perceptions of the secondary school teachers and the students on the extent of remedial teaching practices but there was no significant difference between the extent of remedial teaching practices of the public and the private secondary schools in Northern Samar.

**KEYWORDS:** remedial teaching, teaching practices, secondary schools

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## I. INTRODUCTION

Education today is facing great challenges. One challenge lies in the area of instruction. Many schools in the elementary, secondary and tertiary levels at present are criticized for not producing quality and competitive graduates. Non-readers and slow learners are perennial problems in the educational system. Achievement level in elementary and secondary education still falls below the standard. In the National Achievement Test in 2010, the average score of high school students in five subject areas was below the passing mark. The lowest scores were registered in language/reading, science and mathematics.

The problem of poor quality has been traced to a number of causes which include socio-economic factors, teacher-related factors, inadequate learning materials, and the short and congested school curriculum, among others. Hence, a remediation program is a must to address the needs of the learners to achieve desired learning outcomes and to enhance faculty's teaching competence. Remedial teaching practice is one that is meant to improve a learning skill or rectify a problem area. Remedial teaching methods/practices involve the use of individualized teaching of students who are experiencing difficulties in specific subject areas. Remedial teaching methods might be taught individually or in groups and target academic weaknesses that may hinder learning.

## II. METHODOLOGY

The descriptive-comparative method of research was utilized in this study. The study involved the secondary

Science school teachers and students of the low performing public and private schools in the National Achievement Test (NAT) in Northern Samar as respondents. The study focused on which a remediation program is imperative to organize to address the needs of the learners to achieve desired learning outcomes and to enhance the faculty's teaching competence. Complete enumeration of teachers was employed while random sampling was used to determine the student-respondents. A researcher-made survey questionnaire was used as the primary instrument to gather data. Frequency counts, percentages, and weighted means were used to analyze the data obtained from the survey questionnaire while the t-test was used to test the difference between the extent of remedial teaching practices as perceived by the secondary teachers and students and the difference in the extent of remedial teaching practices in public and private secondary schools in the province of Northern Samar.

## III. RESULTS AND DISCUSSION

Table 1 presents the extent of practice of remedial teaching of secondary schools' teachers in the Division of Northern Samar. The secondary schools' teachers rated fourteen (14) practices as "very extensive", fifteen (15) practices as "extensive", two (2) practices as "moderately extensive" and two (2) practices as "less extensive". This indicates that remedial teaching practice was conducted to a high degree in the schools. The most extensive practice was on encouragement of good learning habits. It is a common practice for teachers to inject morale boosting during classes. The least extensive practice was on organizing

reading class and conducting Saturday classes. This could be attributed to the lack of time of teachers to squeeze more

time for extra classes given the bulk of work of teachers nowadays.

**Table 1 Extent of the Remedial Teaching Practices of Secondary Schools Teachers**

Practices	Mean	Interpretation
I always encourage good learning habits and attitudes during classes.	4.62	Very Extensive
I give simple/easy direction to group work.	4.55	Very Extensive
I prepare simplified lessons for easy understanding of slow learners.	4.46	Very Extensive
I let the students think well on their answers.	4.46	Very Extensive
I let the students participate in individual activities.	4.43	Very Extensive
I provide more oral and written exercises to reinforce learning to his/her student.	4.41	Very Extensive
I teach simple lessons.	4.41	Very Extensive
I let the students answer take home assignments to further enhance learning.	4.41	Very Extensive
I check immediately the answers of students after quizzes/seat works.	4.36	Very Extensive
I challenge slow learners to actively participate in classroom discussions.	4.33	Very Extensive
I give reinforcement exercises to let students retain the lessons discussed.	4.32	Very Extensive
I let the students answer orally to find out their difficulties.	4.32	Very Extensive
I indulge in individual paper and pencil tasks.	4.28	Very Extensive
I give exercises on writing, speaking and other relevant tasks improve their performance.	4.21	Very Extensive
I give diagnostic tests to my students to find out their weaknesses and learning abilities.	4.12	Extensive
I give take-home assignments to slow learners.	4.11	Extensive
I should give awards to students whenever there is progress in their performance.	4.08	Extensive
I use visual aids to enhance learning.	4.03	Extensive
I encourage the students for group learning on lessons they failed to master.	4.00	Extensive
I encourage the students to go to the library and find out other learning materials for the subject.	3.99	Extensive
I train the students to indulge in peer teaching.	3.88	Extensive
I tap fast learners as "buddies" to slow learners.	3.83	Extensive
I call parents to a conference to discuss problems concerning their children.	3.80	Extensive
I practice individualized teaching to monitor the students' learning abilities.	3.75	Extensive
I use information technology to help students learn according to their pace.	3.70	Extensive
I remedy students' weaknesses by giving them extra study hour.	3.63	Extensive
I extend more time for class hour.	3.59	Extensive
I use team teaching to discuss a lesson where the students have a poor performance.	3.55	Extensive
I use modules in remediation.	3.41	Extensive
I make a separate lesson plan intended for a remedial class.	3.03	Moderately Extensive
I invite parents to help children in their work.	2.67	Moderately Extensive
I organize reading clubs.	2.45	Less Extensive
I conduct Saturday classes.	2.24	Less Extensive
Grand Mean	3.92	<b>EXTENSIVE</b>

Table 2 presents the extent of practice of remedial teaching of secondary schools' teachers as perceived by their students. One (1) practice was rated "very extensive"; twenty-one (21) practices were rated by the students as "extensive"; nine (9) practices as "moderately extensive"; and two (2) as less extensive.

In general, the students had the same perception with the teachers on the extent of the remedial teaching practices. However, only one item was rated very extensive by the students. The students perceived that the most extensive practice is the amount of additional oral and written work to reinforce learning. This means that students recognize the effort given by teachers to address learning problems. Least extensive practices include the conduct of Saturday classes and inviting parents to help students do their work. The students may not notice that teachers do invite parents' attention to students' activities during PTA meetings.

**Table 2 Extent of Practice of Remedial Teaching Practices of Secondary School Teachers as rated by students**

Practice	Mean	Interpretation
The teacher provides more oral and written exercises to reinforce learning to his/her student.	4.22	Very Extensive
S/he lets the students participate in individual activities.	4.10	Extensive
S/he always encourages good learning habits and attitudes during classes.	4.10	Extensive
S/he gives exercises on writing, speaking and other relevant tasks to improve their performance.	4.01	Extensive
S/he lets the students answer take-home assignments to further enhance learning.	4.00	Extensive
S/he teaches simple lessons.	3.97	Extensive
S/he lets the students think well on their answers.	3.93	Extensive
S/he gives simple/easy direction to group work.	3.88	Extensive
S/he prepares simplified lessons for easy understanding.	3.86	Extensive
S/he challenges slow learners to actively participate in classroom discussions.	3.82	Extensive
S/he checks immediately answers of students after quizzes/seat works.	3.80	Extensive

S/he encourages the students to go to the library and find out other learning materials for the subject.	3.72	Extensive
S/he lets the students answer orally to find out their difficulties.	3.72	Extensive
S/he indulges in individual paper and pencil tasks.	3.72	Extensive
S/he uses visual aids to enhance learning.	3.70	Extensive
S/he gives reinforcement exercises to retain the lessons discussed.	3.64	Extensive
S/he practices individualized teaching to monitor learning abilities.	3.62	Extensive
S/he trains the students to indulge in peer teaching.	3.57	Extensive
S/he encourages group learning on lessons the students failed to master.	3.56	Extensive
S/he gives diagnostic test to find out their weaknesses and learning abilities.	3.52	Extensive
S/he gives awards to students whenever there is progress in their performance.	3.42	Extensive
S/he uses team teaching to discuss a lesson where students have a poor performance.	3.41	Extensive
S/he calls parents to a conference to discuss problems concerning their children.	3.37	Moderately Extensive
S/he uses modules in remediation.	3.28	Moderately Extensive
S/he remedies students' weaknesses by giving them extra study hour.	3.27	Moderately Extensive
S/he gives take-home assignments to slow learners.	3.26	Moderately Extensive
S/he extends more time for class hour.	3.24	Moderately Extensive
S/he makes a separate lesson plan intended for remedial class.	3.19	Moderately Extensive
S/he uses information technology to help students learn according to their pace.	3.12	Moderately Extensive
S/he organizes reading clubs.	2.99	Moderately Extensive
S/he taps fast learners as "buddies" to slow learners.	2.82	Moderately Extensive
S/he invites parents to help children in their work.	2.48	Less Extensive
S/he conducts Saturday classes.	2.28	Less Extensive
Grand Mean	3.53	EXTENSIVE

Table 3 presents the summary result on the difference between the students' perception and that of the teachers on the extent of remedial teaching practices using the t-test. The result revealed that the t-computed value of 3.00 was beyond the critical value of 1.6924 at .05 level of significance, thus the research hypothesis was rejected. There was a significant difference between the perceptions of the secondary school teachers and the students on the extent of remedial teaching practices. This implies that students' perceptions are different from the teachers. The difference could be traced to the fact that students may not know that the identified practice are done by teachers but not really shown to all students.

**Table 3 Test of difference between the extent of practice of Remedial Teaching as rated by Teachers and Students**

	N	Mean	T-VALUE		Interpretation
			Computed	Tabular	
Students	825	3.53	3.000	1.6924	Significant
Teachers	76	3.92			

Table 4 presents the summary result on the test of difference between the extent of practices of public and private secondary schools in the Division of Northern Samar. The result revealed that the computed t-value of 0.13 was within the critical value of 1.6924 at .05 level of significance, thus the null hypothesis was accepted. There was no significant difference between the extent of remedial teaching practices of the public and the private secondary schools in the Division of Northern Samar. This indicates that secondary schools employ almost the same remedial teaching activities.

**Table 4 Test of Difference between the Extent of Practice of Remedial Teaching between Public and Private Secondary Schools**

Schools	N	MEAN	T-VALUE		INTERPRETATION
			Computed	Tabular	
Public	58	3.93	0.13	1.6924	Not Significant
Private	18	3.91			

#### IV. CONCLUSIONS

The extent of practice of remedial teaching by secondary schools' teachers is extensive. Remedial teaching to enhance and improve the students' learning habits is highly practiced in the different schools. Both the teachers and students view

the extent of practice as extensive. However, there was a significant statistical difference in their views. Remedial teaching is practiced in almost the same extent and degree in public and private schools.

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